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ABSTRACT

The 1987-88 status of the Guaranteed Guidance and Counseling Program of the Portland Public Schools (Oregon), which was piloted in 1983-84, is described and evaluated. The program is based on a model of secondary school guidance and counseling that: (1) lets schools determine what services are delivered; and (2) emphasizes group, rather than individual, services so that all students receive services. In the 1987-88 school year, the program served over 5,500 students in four high schools. Interviews, document analysis, and survey questionnaires from 16 counselors, 2,900 students (53% of the total involved), and 210 teachers (64% of the teaching staff) were used to assess the program in terms of planning and implementation. About 250 surveys mailed to parents were returned, a response rate of about 16%. The results indicate that: (1) the program was successfully planned and implemented; (2) the program improved ways in which schools planned and provided guidance and counseling services; (3) schools were at different stages in refining implementation; (4) most planned services were actually provided; (5) most students, parents, and teachers who responded were satisfied with the process; and (6) counselors spent more time in academic guidance than in counseling services. Recommendations for the continuance and improvement of the program are listed. Four appendixes provide the evaluation plan, the Concerns Questionnaire that was used, general service plans, and survey results. Two tables and one figure provide study results. (SLD)

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1987-88 EVALUATION REPORT

GUARANTEED GUIDANCE AND COUNSELING SERVICES

IN THE PORTLAND PUBLIC SCHOOLS

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November 1988

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GUARANTEED GUIDANCE AND COUNSELING SERVICES

1987- 1988

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November, 1988

Administrative Summary

Guaranteed Guidance and Counseling Services

This is a report on the Guaranteed Guidance and Counseling Services program that was piloted in Portland in 1983-84 and includes four schools as of school year 1987-88. The program is based on a model of secondary school guidance and counseling that differs from traditional programs in two major respects. First, schools determine what services are delivered as a result of an annual planning process. Second, the program purposely emphasizes group rather than individual services so that all students receive services through some activities.

The purpose of the study is to assess the program in terms of planning and implementation. Specifically, the report addresses questions dealing with the current status of the program in terms of program planning, service provision and service effectiveness. Three types of data gathering techniques - interviews, document analysis and survey questionnaires - were used to help answer to the evaluation questions.

The findings suggest six major conclusions. First, the program was successfully planned and implemented. The program is designed so that schools follow the necessary steps in a planning cycle when developing their service plans. Second, the program changed how schools plan and provide guidance and counseling services to students, staff and parents which represents an improvement over traditional models. Three, as expected, schools are at different stages in refining program implementation and counselors have typical concerns associated with those stages. Fourth, most of the services that were planned were provided and a majority of students, staff and parents received the services. Fifth, a majority of the students, parents and staff were satisfied with the services. Program users were more satisfied with the academic than personal counseling services. Finally, counselors spend more of their time in academic guidance services than counseling services as per program design.

Recommendations

The following recommendation were proferred for consideration. It is recommended that the Guaranteed Guidance and Counseling Services program be continued and expanded as planned, and:

1. The district office in charge of the program help schools review their service plans quarterly in order to adjust their service schedules as needed.

2. Schools identify what planned services were not adequately provided in order to aid in developing service plans the following year.

3. Schools communicate more effectively, especially with students and parents, what services will be provided.

4. Counselors maintain activity logs periodically in order to determine how time is allocated across activities.

5. Schools develop an active advisory board of students, staff and parents to help define program direction.

6. The district office in charge of the program train counselors who enter the program after the program development phase is completed so they have a background in the program similar to other counselors.

TABLE OF CONTENTS

	Page
List of Tables/Figures	iv
INTRODUCTION	1
PROGRAM DESCRIPTION	2
EVALUATION QUESTIONS	6
METHOD	6
RESULTS	7
Stages of Concern	7
Service Provision	13
Service Effectiveness	21
Allocation of Counselor Time	24
Program Planning	26
CONCLUSIONS	30
RECOMMENDATIONS	31
Appendix A - Evaluation Plan	32
Appendix B - Stages of Concern Questionnaire	35
Appendix C - General Service Plans	38
Appendix D - Survey Results	42

LIST OF TABLES

TABLE		PAGE
1	GGCS School Statistics.....	2
2	Stages of Concern About the Innovation.....	8

LIST OF FIGURES

FIGURE		PAGE
1	Stages of Concern School Profiles.....	10

INTRODUCTION

The Guaranteed Guidance and Counseling Services (GGCS) Program is based on a model of providing guidance and counseling service to high school students that was developed in Santa Clara County, California. The GGCS model is different from traditional high school counseling programs in two major respects. First, traditional high school counseling programs are often characterized as unstructured and informal, and that it is difficult to identify or define the "counseling program", as such. These school programs typically do not have detailed plans of program activities and often respond to student needs day-to-day. In contrast, schools that adopt the GGCS model identify what services are delivered as a result of an annual planning process. Although schools that adopt the GGCS model may provide the same general services (e.g., scheduling, post high school guidance) that are provided by other programs, even traditional programs, GGCS schools follow an annual planning cycle to determine what services are delivered. Thus, schools specifically delineate what services are provided at each grade-level, who receives the services, when they are provided, why the services are provided, and what activity and materials are developed or used to implement the service. As a result, the delivery of services is proactive rather than reactive: the program reaches out to students rather than simply respond to student requests.

The GGCS model also differs from traditional programs in how the services are delivered. Traditional programs provide more individual rather than group services, although not necessarily by program design. The GGCS model purposely emphasizes group services. This does not mean that individual services are not provided or identified in program plans. Instead, the model recognizes that more students can be reached through group than individual activities, and as a result all students are served through some services.

PROGRAM DESCRIPTION

The Guaranteed Guidance and Counseling Services program was piloted in Portland at Jefferson High School in 1983-84. One year later, 1984-85, the program was expanded to Cleveland High School, and in 1987-88, Benson and Roosevelt High Schools adopted the program. Marshall High School is implementing the program in 1988-89, and Grant High School plans to implement the program the following year.

Table 1 presents a summary of the number of counselors (FTE), students and the approximate student:counselor ratio at the four high schools. In all, the program serves over 5,500 students in the four high schools.

Table 1

GGCS School Statistics

Schools	Counselors (FTE)	Students[1]	Student/ Counselor Ratio
Benson	4	1549	390:1
Cleveland	5	1474	300:1
Jefferson	5	1536	300:1
Roosevelt	4	1048	260:1

Benson High School has four (FTE) counselors. Two counselors are assigned to Freshman and Sophomore students and work with the same students for a two-year period. Junior and Senior students are assigned to one of the two other counselors depending if the students are college-bound. These students also work with the same counselors for two years. Benson's student:counselor ratio is approximately 390:1. Additional staff resources are allocated for clerical support more than other schools with comparable student enrollment due to the unique nature of the high school program.

Cleveland High School has five (FTE) counselors. Students are assigned to a counselor alphabetically and see the same counselor for their four-year high school career. There were two staff changes during the year which resulted in a period of adjustment for the program. Cleveland's student:counselor ratio is approximately 300:1.

Jefferson High School has five (FTE) counselors. Counselors are assigned to students alphabetically within grade-level. Two

[1] Based on Enrollment Report, 1987, October, 1987. Management Information Services, Portland Public Schools

counselors are assigned Freshman and Sophomore students and two counselors are assigned Juniors and Seniors. These counselors work with students over a two year period. A fifth counselor works with students that are identified as high-risk. In addition, there is a separate counselor that works with special education students. Jefferson's student:counselor ratio is approximately 300:1.

Roosevelt High School has four (FTE) counselors. Students are assigned to counselors alphabetically and see the same counselor for their entire high school career. In addition, a .2 FTE counselor is assigned to coordinate college and scholarship information. Roosevelt's student:counselor ratio is approximately 260:1.

Participation in GGCS is voluntary. Each high school that adopts GGCS completes three steps in a program development process. The first step is to develop a climate for change. The purpose is to lay the groundwork to build the commitment and support from various constituencies, especially building level staff and counselors, to review the program and prepare for program change. The second step is to analyze existing services at the school. Program users (students, staff and parents) are surveyed in order to assess the quality of existing services and to determine if other services are needed. Third, based on the results of these surveys, each high school designs a program that is unique to individual school needs. A final step, beyond the program development process, is to monitor and evaluate the effectiveness of the services provided. A more detailed explanation of the

planning process is presented in Results, Question 3.

Each high school offers a variety of guidance and counseling services and the model distinguishes between the two services. In general, guidance services are defined as activities which are essentially informational in nature and are provided to students in groups or in a classroom setting. The major guidance services are classroom guidance units that normally focus on:

* career planning
* college or future training
* adolescent problems areas
* assessment information on academic, vocational or interest tests
* placement services such as for special classes, training and out-of-school employment opportunities
* student recommendations for college entrance
* scholarship information
* information on available careers

In addition, individual guidance services are provided in a classroom setting on educational planning and forecasting.

Counseling services are distinguished from guidance in that the services focus on achieving personal growth, and providing a meaningful personal experience in problem solving, planning or decision making. Counseling services are typically provided in either a one-to-one or small group setting. These services include counseling on teen-related issues, behavior, family and personal crises, and referral to outside agencies. Overall, counselors allocate more of their time to guidance than counseling services.

EVALUATION QUESTION

The evaluation plan sought to answer three questions that were identified from discussions with the Assistant Director of Student Services, the administrator responsible for the GGCS program.

The three questions are:

1. To what extent are Guaranteed Guidance Services plans developed by each of the schools being implemented effectively?

    a. What specific services are being implemented at each school?

    b. How effective are the services as perceived by parents, students and staff?

2. How do counselors in participating schools allocate their time across services?

3. What is the process for planning and implementing Guaranteed Guidance services at each participating school?

METHOD

The evaluation of the Guaranteed Guidance and Counseling Services Program was undertaken at the request of the Assistant Director of Student Services. The report provides the Assistant Director, the individual program schools, the School Board of Education and other interested parties specific information on the three evaluation questions. The results are expected to be useful to these decision makers as they plan the future direction of the project and as schools review their individual programs.

The evaluation is formative: data collection methods were developed to answer each question in the most appropriate manner. As a result, three types of data gathering activities were used: interviews, document analysis and survey questionnaires. The complete evaluation plan which includes evaluation questions, methods of data collection and the sources of the data is included in Appendix A.

RESULTS

The data are presented according to the three evaluation questions listed above. Each question is presented separately and is followed by the data for the question and a discussion of the data. The conclusions and recommendations are presented as separate sections after the results. The data are presented either by school or for all four schools combined depending if the data differed appreciably among schools. Data for Questions 1 and 3 are presented for all four schools combined while data for Question 2 are presented by school.

Before answering the three evaluation questions above, I will first present the results of a survey, the Stages of Concern (SoC) questionnaire, which was administered to counselors involved in the program. The purpose of the questionnaire is to ascertain the relative intensity of concerns that the counselors have in implementing a program which represents an innovation, or a departure from the previous program. It is important to note that "concern" does not necessarily connote either dislike or negativity

toward an innovation, but instead refers to possible developmental stages which occur when changes or an innovation is introduced.

The SoC is a 35-item survey instrument. (See Appendix B for a copy of the questionnaire). Table 2 displays the seven developmental stages of concern with related definitions.

Table 2

Stages of Concern About the Innovation[2]

0 AWARENESS: Little concern about or involvement with the innovation is indicated.

1 INFORMATION: A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about herself/himself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

2 PERSONAL: Individual is uncertain about the demands of the innovation, her/his inadequacy to meet those demands, and her/his role with the innovation. This includes analysis of her/his role in relation to the reward structure of the organization, decision making, and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

3 MANAGEMENT: Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.

4 CONSEQUENCE: Attention focuses on impact of the innovation on students in her/his immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.

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[2] Original concept from Hall, G.E., Wallace, R.C., Jr., and Dossett, W.A. A Developmental Conceptualization of the Adoption Process Within Educational Institutions. Austin: Research and Development Center for Teacher Education, 1973, The University of Texas.

5 COLLABORATION: The focus is on coordination and cooperation with others regarding use of the innovation.

6 REFOCUSING: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

The SoC questionnaire was sent in May, 1988, to 18 high school counselors who were involved in the GGCS program in the four high schools. Sixteen questionnaires (89%) were returned for analysis. Individual responses to the questionnaire items were aggregated within schools to produce School SoC Profiles. No attempt was made to produce a Group SoC Profile across schools since schools are at different stages in program implementation. Figure 1 presents the School Profiles where each Stage of Concern is expressed as a percentile score; the higher the percentile score, the more intense the concern.

The goal of interpreting the School SoC Profiles is to present an overall perspective of the relative intensity among the six Stages of Concern for each school program. It is important to note that school profiles represent the average concerns of counselors at a school, and it doesn't necessarily mean that all counselors have the same relative intensity of concern for each stage. In fact, individual patterns of concerns across stages can be quite different among the counselors. Where differences between school and individual profiles are noticeable to the extent that the

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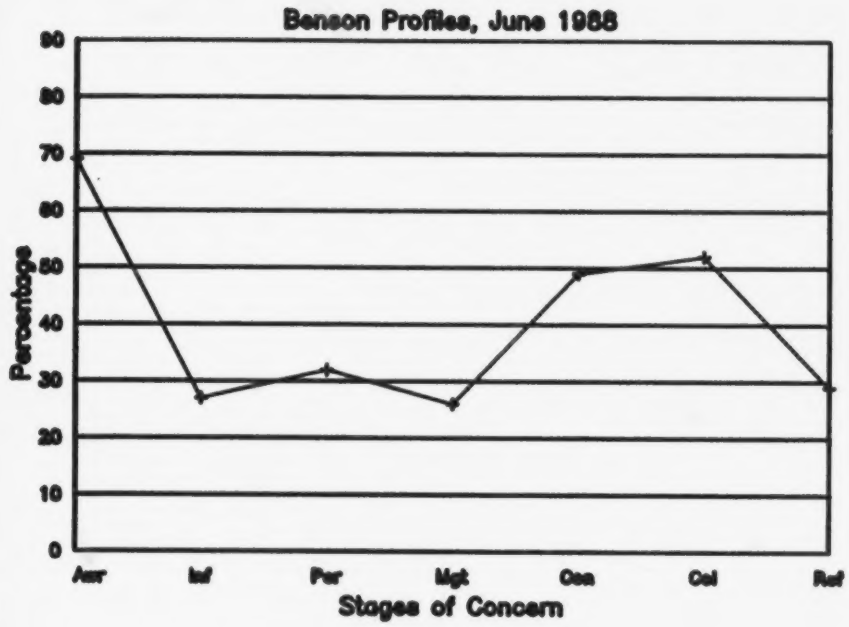

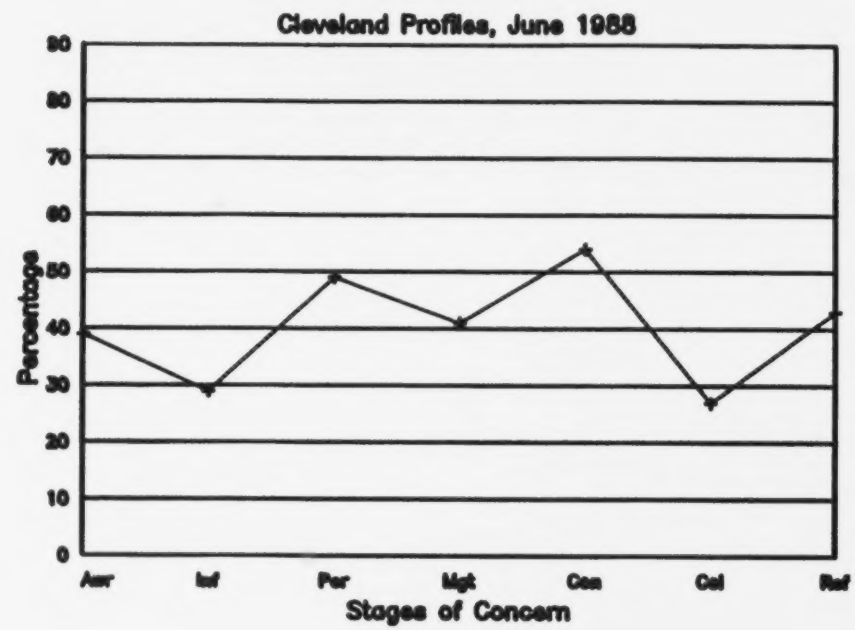

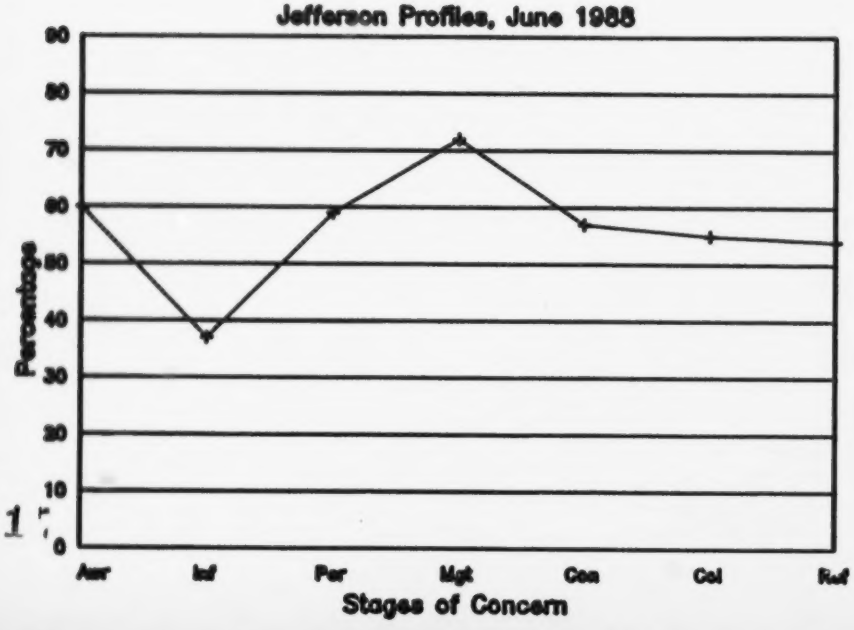

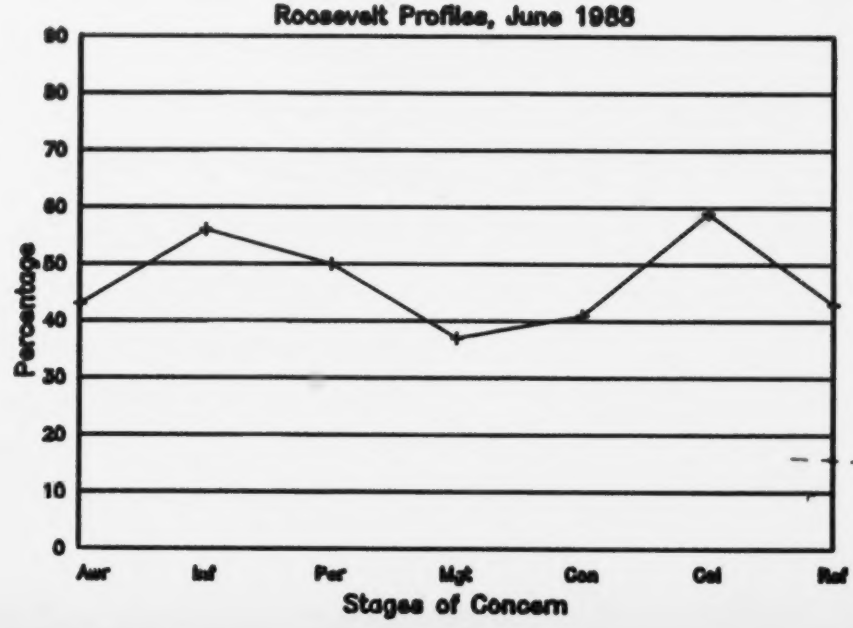

Figure 1

School SoC Profile is not an accurate summary of the individual profiles, the differences are noted. Results for each school are reported separately.

The Benson High School SoC Profile shows high concerns of counselors for Awareness, Collaboration and Consequences. This profile is characteristic new- and non-users of an innovation. The finding is consistent with the fact that this is the first year of GGCS at Benson. The profile is also characteristic of individuals who are implementing an innovation that requires staff collaboration that effects students who are within a person's sphere of influence. Both characteristics apply to the counselors' situation. The four individual counselor profiles are consistent with the School SoC Profile.

The Cleveland High School SoC Profile shows high interests for Consequences, Personal and Refocusing concerns. In general, the profile indicates that counselors are interested in how the innovation impacts their roles and responsibilities and how the innovation effects students. However, a review of individual profiles shows that the school profile is not an accurate summary of individual staff concerns. The four individual profiles show that counselors had very different primary concerns: Awareness (2), Management (1), and Consequences (1). One possible reason why the school profile differs from the individual profiles is that there are two new counselors. This explains why two individual profiles show high Awareness concerns: a typical response of new users. The two remaining profiles show high individual interests in Management

and Consequences, which are common profiles of individuals who are using the innovation. A high Management concern indicates concern about time and logistics in managing the innovation, while a high Consequence concern indicates concern for the effects of the innovation on students. Thus, it appears that the individual profiles reflect typical concerns for people who are at different stages of a developmental change process.

The Jefferson High School SoC Profile shows high concern for Management issues. The profile reflects users who are interested in practical matters, specifically in terms of program logistics. An analysis of the individual profiles confirms the interpretation of the School SoC Profile. The individual profiles show that counselors are concerned about practical matters regarding implementation, and also express a willingness to refine the innovation so it better fits school conditions. Because this is the fifth year for the project at Jefferson High School, it is reasonable that the profiles reflect both management concerns and a willingness to adapt the innovation. Overall, the pattern of concerns is typical for people at this stage in the implementation of an innovation.

The Roosevelt High School SOC Profile shows high Collaboration and Informational concerns. This pattern of responses indicates interest in looking for ideas from others, and reflects more a desire to learn from what others know and are doing rather than a concern for collaboration. However, an analysis of individual profiles indicate that the School Profile does not

accurately summarize individual staff concerns. Of the three individual profiles, one profile reflects the typical concerns of a new or non-user, which is consistent with the fact that this is the first year in the implementation of GGCS at Roosevelt. The second profile has concerns about learning from what others know and are doing, while the third profile reflects a willingness to refine the innovation to better fit present circumstances. The second and third profiles are not typical concerns of new users and may represent some resistance to the innovation at this early stage. It appears that staff are at different developmental stages in the implementation of GGCS.

In summary, the profiles indicate that most staff have concerns which are characteristic of new and experienced users of an innovation. No strong negative concerns for the innovation were identified. The data indicate there is a need to train staff who enter the program after the program development phase is completed, so they have a background in the program similar to other counselors. In addition, the program would benefit if counselors who show early resistance to the program were provided further clarification of their role in the program and answer any questions that the counselors may have.

Evaluation Question 1: To what extent are the Guaranteed Guidance and Counseling Services plans developed by each of the pilot high schools being implemented effectively?

There are two parts to the question and each part will be

answered separately.

Question 1.a What specific services are being implemented at each school?

Data were collected from three sources in order to answer the question: high school service plans, interviews and surveys. First, the detailed service plans for each high school were collected and summarized in order to determine what services schools planned to deliver. Second, the head counselors at each high school were interviewed to determine what services that were identified in the service plans were provided. Third, a questionnaire was completed by students, staff and parents in order to determine the extent to which specific services were provided.

Service Plans The school service plans indicate the services that schools planned to provide to students, staff and parents at each high school. There are two types of plans: detailed and general. The detailed service plans are not included in this report, but are available upon request. (See Appendix C for a copy of each school's general service plans). The service plans reveal that schools planned to provide similar services for the three populations.

In general, a summary of the four schools' general service plans show that students were to receive services in:

* educational planning
* post high school planning

* personal counseling

* testing and interpretation

* teen-related issues

Staff were to receive assistance in:

* information regarding concerns of individual students

* arrangements for parent-student-staff conferences

Finally, parents were to receive information on:

* their child's educational plan

* parent meetings on specific topics and interests

* individual teacher, counselor, student meetings when requested.

Interviews The head counselors were interviewed in order to identify which of the planned services included in their school's general service plans were actually provided to students, staff and parents. Overall, the head counselors indicated that schools provided almost all the services that were planned, especially student services. The services provided by each school are reported separately.

Benson High School provided all the services to students and parents that were identified on their general service plan, but were unable to provide staff with all the planned services. Specifically, they were unable to provide some of the staff development and curriculum development services that were planned. The head counselor stated that these services were not provided because of a lack of counselor time and resources.

Cleveland High School was able to provide all the services that were planned for staff, and almost all of the services planned for students and parents. They were unable to provide career exploration opportunities for students because the school's career guidance counselor position was vacant for most of the school year. In addition, they were unable to schedule individual conferences for parents of Junior students as originally planned due to a lack of time. Instead, counselors held group sessions for these parents.

Jefferson High School provided nearly all the planned services for students, staff and parents. The services the counselors were unable to provide include: administering interest tests to students, producing a regular guidance and counseling article for the school newspaper; and, participating in a parent, community and faculty Advisory Committee on guidance and counseling. However, the counselors did provide special guidance and counseling services that went beyond those usually provided to students, staff and parents. These services are listed in the school's general service plans.

Roosevelt High School reported that they were able to provide all the services listed on their service plan. However, the head counselor indicated that although all the planned services were provided, some services required more time than originally planned. As a result, the amount of contact time that counselors had with students was decreased.

Survey Questionnaires Questionnaires were administered in April

1988, to students and staff at each of the four schools to determine the extent to which each population received services. Approximately 2900, or 53% of the 5500 students, and approximately 210, or 64% of the 330 teaching staff completed the survey. In addition, approximately 1500 surveys were mailed to a 25% random sample of the parents of the students. Only about 250, or 16%, of the surveys that were mailed to parents were returned. This represents less than 5 percent of the total parent population of students in the program. The data are presented separately for each group. Only the results for selected questions from the student and staff surveys are presented due to the large number of available questions. The questions that are presented were chosen because they are: (1) representative of the types of services provided in the program; and (2) the response rates are representative of the rates for that type of service for that population. (See Appendix D for the results of the complete survey).

Students -- Students were asked the following questions about services int he program. Students could respond with either a Yes, No, or Does Not Apply. Only the proportion of Yes and No responses are reported.

Have you received the following services?

	Yes	No	
1.	82%	18%	Help in selecting courses that relate to your goals, interests, abilities and career plans.
2.	36%	64%	Counseling on personal and relationship problems.

3.	64%	36%	Help in developing career plans by providing guidance information.
4.	51%	49%	Information/counseling regarding drugs/alcohol and tobacco.

In general, the largest percentage of students indicated they received academic guidance services, such as help in selecting courses consistent with their desires, 82%. This result is consistent with the general service plans which emphasize providing students with academic guidance services. The smallest percentage of students indicated they received counseling services such as counseling for personal and relationship problems, 36%. While this result is consistent with the fact that personal counseling is not a primary emphasis of the school programs, there are probably several reasons for the low response rate. First, students must typically request individual personal counseling as opposed to it being a planned program. Second, students may not perceive some group counseling services as counseling. Finally, students may be reluctant to admit they requested counseling services.

Student responses also indicated they received help in post high school counseling such as developing career plans from career guidance information, 64%. Finally, students indicated they received information/counseling on teen-related issues such as drugs, alcohol and tobacco, 51%. The relative response rates for the extent to which students received the above two services areas are consistent with the relative emphasis placed on the services

in the high school service plans.

Staff -- Staff were asked the following questions about services in the program Again, staff could respond to the questions with either a Yes, No, or Does Not Apply. Only the proportion of Yes and NO responses are reported.

How would you answer the following questions about services provided by counselors to your class?

	Yes	No	
1.	97%	3%	Have you consulted with counselors regarding any students in your classes this year?
2.	91%	9%	Do the counselors usually have the information you need?
3.	58%	42%	Do you always get feedback from the counselor about the students you have referred?
4.	52%	48%	Are counselors familiar enough with the subjects you teach to advise students about them?

Overall, the responses indicate that staff use the services provided by counselors, and usually get what they need. For example, the results show that 97% of staff contact the counselors regarding students in their class and that 91% think that the counselors have the information they need. There are only two questions where the response rate deviates from this positive response rate. First, only 58% of staff indicated they always received feedback from counselors about students they referred. Second, only 52% of staff think that the counselors are familiar

enough with the courses taught by the staff in order to advise students about them. Thus, while the results suggest that staff use the services provided by counselors and find the services helpful, there is room for improvement in the areas indicated above.

Parents -- Parents were asked only four questions about program services. It is important to repeat that less than 16 percent of the parents who were mailed a survey, completed and returned the survey. Thus, the results are not representative of all parents and should be interpreted with caution.

How would you answer the following questions about services provided by your child's counselor?

	Yes	No	
1.	64%	36%	Does the counselor always have the information you need when you request it?
2.	69%	31%	Has the counselor provided you with enough information about the school's courses to help your child plan what to take?
3.	56%	44%	Has the counselor helped you or your child develop a four-year education plan?
4.	89%	11%	Do you feel free to contact your child's counselor for information, or for a conference?

The results indicate that parents generally receive the services that were planned even though services to parents tend to be a lower priority. For example, 69% of the parents who responded received information from the counselors about their children. In addition, 89% of these parents feel free to contact their child's

counselor at anytime. The only response that seems inconsistent with these results is that only 56% of parents indicate that they or their child received help in developing a four-year educational plan. The result is inconsistent with a major goal for the schools which was to provide each student with a four-year educational plan. The result indicates that either all students did not receive a four-year plan or that the counselors and/or students did not communicate the four-year educational plan to parents. Again, the summary of parent responses must be interpreted with caution due to the low response rate of 16 percent.

Question 1.b How effective are the services as perceived by parents, students and staff.

The survey used to collect data for Question 1.a also contained questions to collect data for 1.b. It was completed by students, parents and staff to determine the quality of the services that were provided. The data are presented separately for each group. As in Question 1.a, only the results for selected questions are presented for students. Again, the questions that are presented were chosen because they are: (1) representative of the types of services provided in the program; and (2) the response rates are representative of the response rates for that type of service for that population. Responses to the complete questionnaire are included in Appendix D.

It is difficult to interpret the precise meaning of the responses since there is no standard or criterion. Thus, rather

than interpreting the responses against an arbitrary criterion, they are interpreted relatively in terms of the response rates to other questions.

Students -- The following questions were asked of students.

How would you rate the following services?

	Good	Fair	Poor	
1.	51%	36%	14%	Help in selecting courses that relate to your goals, interests, abilities and career plans.
2.	36%	36%	28%	Counseling on personal and relationship problems.
3.	46%	36%	18%	Help in developing career plans by providing career guidance information.
4.	47%	33%	20%	Information/counseling regarding drugs, alcohol and tobacco.

Overall, students seem fairly satisfied with the services provided them as indicated by the fact that of the three ratings (i.e., good, fair and poor), "poor" was always marked by the fewest number of students. The level of student satisfaction with any service seems to be correlated with the amount of time that counselors spend on the service, as described in Question 1.a. Thus, students are most satisfied with academic guidance services where counselors allocate and spend most of their time. Next, students were satisfied with the services regarding post high school planning and teen-related issues. Students are least satisfied with the personal counseling services, where counselors spend the least amount of their time.

Staff -- Staff were asked the following questions about the program.

How would you rate the following services provided to your students by their counselors?

	Good	Fair	Poor	
1.	63%	31%	5%	Help in making schedule changes when necessary.
2.	71%	24%	5%	Information about their progress towards graduation.
3.	46%	40%	14%	Counseling on class/school problems.
4.	60%	33%	7%	Arrangements for staff-parent-student conferences as needed.
5.	58%	36%	6%	In general, all other services provided by guidance and counseling personnel.

Staff seem more satisfied with the quality of the services than students. In general, staff seem satisfied with the services provided to students. In fact, less than 7% of the staff thought that the quality of services identified in four of the five questions was "poor". The only question that deviated from the above description is where 14% of staff rated "counseling on class/school problems" as poor. This finding is consistent with students' rating of counseling services.

Parents -- Only two questions were asked parents about the quality of the services provided to their children. Again, these results must be interpreted with caution due to the small percentage of parents who completed the surveys.

	Very Much	*	*	*	Very Little	
1.	9%	15%	37%	14%	25%	How much has the guidance and counseling program helped your child make decisions and learn how to solve personal problems?
2.	14%	24%	30%	12%	20%	How satisfied are you with the guidance and counseling services that your child has received this year?

The data for Item 2 indicate that 68% of the parents were satisfied to very satisfied with the services that their child received in the program. A slightly smaller percentage of parents, 61%, thought the program helped their children better solve personal problems. This latter result is not surprising since the program allocates less time to issues regarding personal problems than other areas. Together, the results indicate that most parents are fairly satisfied with the services provided their children. In contrast, it is important to note that one-third of the parents are not satisfied with the services.

Evaluation Question 2: How do counselors in participating schools allocate their time across services?

Two data sources were identified originally to answer this question: interview responses of head counselors and counselors' activity logs. However, counselors did not maintain the same form for the activity logs across schools, so these data are not reported. Data from the interviews are reported. In order to supplement the interview data, a general indication of the amount

of time that counselors spend on the different activities can be estimated from the results of the student surveys described in Question 1.a. That is, the relative frequency that students received the various services can serve as an indication of the amount of time that counselors devoted to that service. Results for each school are reported separately.

The head counselor at Benson High School reported that counselors spent most of their time on three service areas for students: educational planning, forecasting and personal/individual counseling. These service areas consumed more counselor-time because they require more individual than group contact with students. Counselors spend the least amount of their time in parent services. Data from the surveys confirm that the counselors spend most of their time in academic guidance such as educational planning and forecasting. However, the survey data suggest that counselors do not spend a great deal of time in personal counseling. The discrepancy between the interview and survey data is probably due to the fact that although the service focuses on a small number of students, the counselors actually spend more time with each student than in other services.

The head counselor at Cleveland High School reported that counselors spend the majority of their time on academic activities such as forecasting and making schedule changes. In addition, they also spent time on piloting an attendance monitoring program for the district. Counselors spend the least amount of their time on group activities such as counseling groups and career guidance.

Students did not receive many of the planned career guidance services, because, as mentioned previously, those services are typically assigned to the career guidance counselor, a position which was vacant most of the year. Results from the survey data support the head counselor's observations.

According to the head counselor at Jefferson High School, the counselors spend most of their time in individual appointments with students, classroom guidance visitations, group counseling sessions and testing. Results from the survey data confirm this observation.

The head counselor at Roosevelt High School reports that counselors spend most of their time on attendance issues and academic guidance activities, such as scheduling and forecasting. Counselors spend the least amount of their time on teacher-parent-student conferences. Again, the results from the survey data are consistent with the head counselor's observations.

Evaluation Question 3: What is the process for planning and implementing Guarantied Guidance services at each participating school?

An interview with Carolyn Sheldon, the assistant Director of Student Services and district coordinator of GGCS, and interviews with the head counselors at each project school provided the basis for answering this general study question. Since the process for planning and implementing GGCS is similar across project schools, only a general rather than individual school descriptions of the

planning process is provided. This does not mean that individual school variations do not exist, because they do. However, since a major feature of the GGCS is using a planning process for guidance and counseling services, there are more similarities than differences across schools in terms of the planning process.

According to Sheldon, the process of developing guaranteed services involves three steps. The program development process involves 10-12 meetings, approximately 3 to 4 hours in length each. The process begins no later than the middle of the year prior to program implementation. It takes one-half to a full year to implement the program development process.

The first step in developing guaranteed guidance and counseling services at the school level is to analyze the existing program to determine what services are currently provided and contrast it with what the counseling program should be. Here, counselors and administrators identify what services are currently provided and then compare the current program to an ideal program. The ideal program is based on a list of criteria that was identified through the research literature that describes a comprehensive and effective guidance and counseling program at the high school level. A comparison of the current and ideal programs, in effect, identifies possible areas for improvement.

The next step is to collect data from program users, i,e., students, staff and parents. Information is gathered on what services are provided, how effective the services are and what other services are needed. This information is combined with the

information obtained from counselors and school administrators in the first step in order to produce a complete assessment of the program. All of the information is reviewed thoroughly by counselors and administrators to determine if the program meets certain standards.

The third step is to design a program using the information that was collected from program providers and users. In using the data, it is necessary to look at what the priorities are and to create a list based on the priorities. For each of the priorities on the list, the counseling staff develops action plans to deliver the particular services. The action plan includes what service is provided, to whom the service is provided (e.g. 9th grade students), how the service is delivered, and who delivers the service. In addition, each school notes the need for any products or lesson plans so these can be developed during the summer or on planning days. After the entire plan is established, the counselors review the program with school staff. Although most schools provide similar general services, the process allows schools to identify their own procedures, activities and priorities for their program. As a result, school programs vary in what services are emphasized and the amount of time spent on the services offered.

Finally, program users are surveyed at the end of the year in order to assess what services were provided and the quality of the services. The surveys allow schools to evaluate the existing program and begin planning the program for the following year.

The district's program coordinator, Carolyn Sheldon, and a

private consultant, Gene Unger, Director of Secondary Education, Santa Clara Unified School District, California, who helped develop GGCS lead the workshops for the initial program development process. In addition, the district office is able to provide the schools with some clerical help at the beginning of each year to help with student scheduling. After each schools' program was developed initially, the district program coordinator meets with each school individually at the end of the school year to review and revise the program for the coming year.

Although the district office is able to provide the training and expertise to help the schools develop their programs initially, Sheldon reports that because of constraints upon her own time, she is only able to meet with the head counselors several times during the year. In addition, she is able to visit each school program only rarely during the year. Perhaps as a result, head counselors report large differences in how often the counseling staff review the plan during the school year, anywhere from once a month to once during the year. Three of the four schools felt they needed to review the plan more often in order to respond to changing student and school needs.

CONCLUSIONS

1. The Guaranteed Guidance and Counseling Services program (GGCS) was successfully planned and implemented. Each school completed a program development process (i.e., a needs analysis, a review of the literature, an identification of program parameters and responsibilities, and a plan for program evaluation) which helped staff prepare for program change and ensured an appropriate program plan.

2. The GGCS program changed substantially how these schools plan and provide academic guidance and counseling services to students, staff and parents. The changes represent an improvement over traditional practices.

3. Schools are at different stages in refining program implementation and most counselors have concerns which are typical for their stage in the implementation process.

4. The services that schools planned for students, staff and parents were based on needs identified by each population at each school. A majority of the services that were identified in program plans were actually provided. And, a majority of students, staff and parents received the services planned for them.

5. Overall, a majority of students, staff and parents were satisfied with the services provided them. Program users were more satisfied with the academic guidance than the counseling services.

6. As per program design, counselors spend more of their time in academic guidance services such as forecasting, scheduling and career guidance, and spend less of their time in one-to-one counseling such as for personal, family and school relations.

RECOMMENDATIONS

My recommendations are based on the merits of the program rather than on a comparison of the Guaranteed Guidance and Counseling Services program with other programs within the district. In addition, the recommendations refer to the program in general rather than to individual schools.

With this in mind, I recommend that the Guaranteed Guidance and Counseling Services program be continued and expanded as planned, and:

1. The district office in charge of the program help schools review their service plans quarterly in order to adjust their service schedules as needed.

2. Schools identify what planned services were not adequately provided in order to aid in developing service plans the following year.

3. Schools communicate more effectively, especially with students and parents, what services will be provided.

4. Counselors maintain activity logs periodically in order to determine how time is allocated across activities.

5. Schools develop an active advisory board of students, staff and parents to help define program direction.

6. The district office in charge of the program train counselors who enter the program after the program development phase is completed so they have a background in the program similar to other counselors.

APPENDIX A

PROGRAM EVALUATION PROJECT COVER SHEET

Project name: Guaranteed Guidance Services Evaluation

Client: Dr. Carolyn Sheldon

Evaluator(s): David Leitner

EVALUATION QUESTIONS

1. To what extent are the Guaranteed Guidance Services plans developed by each of the pilot high schools being implemented effectively?

2. What specific services are being implemented at each school?

3. To what extent are students and parents aware of the services available through the GGS program?

4. How do these services differ from those offered in non-participating schools in terms of type of service and perceived quality?

5. How do counselors in participating schools allocate their time across services and how does this compare to non-participating schools?

6. What is the process for planning and implementing Guaranteed Guidance Services at each participating school?

Required Reports:

Final Yes x No_____ Date: 30 June, 1988

Interim Yes_____ No x Date:_____

Notes: Fall data collection may begin before evaluation plan is finalized. The purpose of the evaluation is primarily formative, although summative data will also be collected from each school.

Approved by:_____ _____
Client Assistant Director for Program Evaluation

Date:

Guaranteed Guidance Services Evaluation Plan 1987-88

Evaluation Questions

1. To what extent are the Guaranteed Guidance Services plans developed by each of the pilot high schools being implemented effectively?

2. What specific services are being implemented at each school?

3. To what extent are students and parents aware of the services available through the GGS program?

4. How do these services differ from those offered in non-participating schools in terms of type of service and perceived quality?

5. How do counselors in participating schools allocate their time across services and how does this compare to non-participating schools?

6. What is the process for planning and implementing Guaranteed Guidance Services at each participating school?

	Source of Data	Method
1.a.	individual school plans,	a. monitoring-compare plan with actual program
b.	perceptions of counselors, students, parents interviews	b. surveys, counselor
2.	students, parents & counselors	survey and activity records
3.	students and parents	survey (checklist)
4.a.	counselors (type of service) in GGS and non GGS school	a. checklist
b.	students and parents(quality) in GGS and non GGS schools	b. survey
5.	counselors in GGS and non GGS	time log (sample)
6.	counselors - GGS only	interview and document review

APPENDIX B

Concerns Questionnaire

GUARANTEED GUIDANCE AND COUNSELING SERVICES

The purpose of this questionnaire is to determine what people who are using or thinking about using various programs are concerned about at various times during the innovation adoption process. The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs to many years experience in using them. Therefore, a good part of the items on this questionnaire may appear to be of little relevance or irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

For example:

This statement is very true of me at this time.	0 1 2 3 4 5 6 7
This statement is somewhat true of me now.	0 1 2 3 4 5 6 7
This statement is not at all true of me now.	0 1 2 3 4 5 6 7
This statement seems irrelevant to me.	0 1 2 3 4 5 6 7

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with Guaranteed Guidance and Counseling Services. We do not hold to any one definition of this innovation, so please think of it in terms of your own perceptions of what it involves. Since this questionnaire is used for a variety of innovations, the name Guaranteed Guidance and Counseling Services never appears. However, phrases such as "the innovation," "this approach," and "the new system" all refer to Guaranteed Guidance Program. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with the program.

Thank you for taking time to complete this task.

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Procedures for Adopting Educational Innovations/CBAM Project
R&D Center for Teacher Education, University of Texas at Austin

0 Irrelevant	1 Not true of me	2	3 Somewhat true of me	4	5	6 Very true of me now	7

1.	I am concerned about students' attitudes towards this innovation.	0	1	2	3	4	5	6	7
2.	I now know of some other approaches that might work better.	0	1	2	3	4	5	6	7
3.	I don't even know what the innovation is.	0	1	2	3	4	5	6	7
4.	I am concerned about not having enough time to organize myself each day.	0	1	2	3	4	5	6	7
5.	I would like to help other faculty in their use of the innovation.	0	1	2	3	4	5	6	7
6.	I have a very limited knowledge about the innovation.	0	1	2	3	4	5	6	7
7.	I would like to know the effect of reorganization on my professional status.	0	1	2	3	4	5	6	7
8.	I am concerned about conflict between my interests and my responsibilities.	0	1	2	3	4	5	6	7
9.	I'm concerned about revising my use of the innovation.	0	1	2	3	4	5	6	7
10.	I would like to develop working relationships with both our faculty and outside faculty using the innovation.	0	1	2	3	4	5	6	7
11.	I am concerned about how the innovation affects students.	0	1	2	3	4	5	6	7
12.	I am not concerned about this innovation.	0	1	2	3	4	5	6	7
13.	I would like to know who will make the decisions in the new system.	0	1	2	3	4	5	6	7
14.	I would like to discuss the possibility of using the innovation.	0	1	2	3	4	5	6	7
15.	I would like to know what resources are available if we decide to adopt the innovation.	0	1	2	3	4	5	6	7
16.	I am concerned about my inability to manage all the innovation requires.	0	1	2	3	4	5	6	7
17.	I would like to know how my teaching or administration is supposed to change.	0	1	2	3	4	5	6	7

18. I would like to familiarize other departments or persons with the progress of this new approach.	0	1	2	3	4	5	6	7
19. I am concerned about evaluating my impact on students.	0	1	2	3	4	5	6	7
20. I would like to revise the innovation's instructional approach.	0	1	2	3	4	5	6	7
21. I am completely occupied with other things.	0	1	2	3	4	5	6	7
22. I would like to modify our use of the innovation based on the experiences of our students.	0	1	2	3	4	5	6	7
23. Although I don't know about this innovation, I am concerned about things in the area.	0	1	2	3	4	5	6	7
24. I would like to excite my students about their part in this approach.	0	1	2	3	4	5	6	7
25. I am concerned about time spent working with nonacademic problems related to the innovation.	0	1	2	3	4	5	6	7
26. I would like to know what use of the innovation will require in the immediate future.	0	1	2	3	4	5	6	7
27. I would like to coordinate my efforts with others to maximize the innovation's effects.	0	1	2	3	4	5	6	7
28. I would like to have more information on time and energy commitments required by the innovation.	0	1	2	3	4	5	6	7
29. I would like to know what other faculty are doing in this area.	0	1	2	3	4	5	6	7
30. At this time, I am not interested in learning about this innovation.	0	1	2	3	4	5	6	7
31. I would like to determine how to supplement, enhance, or replace the innovation.	0	1	2	3	4	5	6	7
32. I would like to use feedback from students to change the program.	0	1	2	3	4	5	6	7
33. I would like to know how my role will change when I am using the innovation.	0	1	2	3	4	5	6	7
34. Coordination of tasks and people is taking too much of my time.	0	1	2	3	4	5	6	7
35. I would like to know how this innovation is better than what we have now.	0	1	2	3	4	5	6	7

APPENDIX C

BENSON HIGH SCHOOL
GUARANTEED GUIDANCE AND COUNSELING SERVICES

SERVICES FOR STUDENTS GRADES 9-12:

- Educational Planning - yearly and four-year.
- Classroom success skills.
- Post high school planning. Career guidance.
- Counseling for personal and social concerns.
- Administer and interpret standardized tests.

SERVICES FOR STAFF:

- Consultant services.
- Conferences with students and/or parents.
- Staff development.
- Curriculum development.

SERVICES FOR PARENTS:

- Letters to parents.
- Meetings and workshops.
- Conferences.

CLEVELAND HIGH SCHOOL
GUARANTEED GUIDANCE AND COUNSELING SERVICES

Counselors will provide the following services as appropriate:

SERVICES FOR STUDENTS GRADES 9-12:

- Help students develop a 4-year educational plan based on the student's educational goals, interests and abilities.
- Help students explore and plan career opportunities through career guidance.
- Help students learn the sources and types of post high school training and education including financial aid.
- Counsel students individually and in groups concerning behavior and/or academic performance.
- Provide counseling and, when needed, referral for personal and family crisis.
- Administer and interpret tests that measure student's abilities, aptitudes and interests.
- Counsel students individually and in groups regarding personal and social concerns. including decision-making skills.
- Provide information, counseling and referral for students with alcohol/drug related problems.
- Provide information and assistance in making the change from middle school to high school.

SERVICES FOR PARENTS

- Counsel with parents on concerns they have regarding their students.
- Parent meetings at specified grade levels on topics such as educational and career planning, interpreting test scores. colleges, scholarships, financial aid, etc.
- Letters to parents on student grades, college information vocation reading lists, etc.
- "Parents as Partners in Support of Student Achievement" discussion of adolescent behavior, discipline and how schools and parents work together.

SERVICES FOR SCHOOL STAFF

- Counsel with school staff on concerns they have regarding students.
- Arrange for staff/parent/student conferences as needed.
- Arrange for vice principal/parent/student conferences as needed.

JEFFERSON HIGH SCHOOL
GUARANTEED GUIDANCE AND COUNSELING SERVICES

The counselor will provide the following services as appropriate.

SERVICES FOR STUDENTS GRADES 9-12:

- Assistance in developing a four-year high school educational plan to achieve education/career goals.
- Counseling by appointment on personal/social problems or class/school problems which affect educational progress.
- Classroom guidance programs on specified topics.
- Group counseling sessions as needed.
- Orientation to each year of the high school program.
- Program adjustments and monitoring of academic progress toward graduation. *
- Interest and need assessments to bring about realistic self-understanding.
- Student progress reports as requested.
- Information on colleges and scholarship opportunities.
- Letters of recommendation for college.
-1012HInformation and referral for students with alcohol/drug-related problems and other special needs.

SERVICES WITH SCHOOL STAFF:

- Conferences upon request and as needed on individual students.
- Classroom planning assistance upon request.
- Participation in a parent. community, faculty Advisory committee on guidance and counseling.

SERVICES WITH PARENTS:

- Parent programs to provide information on four-year educational plans, graduation requirements, career planning, special programs, college planning, etc.
- Conferences as requested.
- Grade checks as requested.
- Interpretation of test results.
- Information on special topics in a Guidance and Counseling Bulletin to be included in the Jefferson Report.
- Regular guidance and counseling column in the school newspaper.

SPECIAL GUIDANCE AND COUNSELING ACTIVITIES:

- Coordination with Project Pride.
- Cooperation in conducting Image Awareness Program.
- Monitoring performance of "high risk students".
- Coordination of student/staff advising program.
- Coordination with the Jefferson Scholars Program.
- Coordination with the Business Academy Program.

ROOSEVELT HIGH SCHOOL
GUARANTEED GUIDANCE AND COUNSELING SERVICES

Counselors will provide the following services:

SERVICES FOR STUDENTS GRADES 9-12:

- Help each student select courses consistent with their goals, interests, abilities, and career plans.
- Administer and interpret tests and interest surveys that measure students' abilities, aptitudes, interests, and achievement. (Tests, include interest surveys, Graduation Standards. RIT, PSAT, SAT, SOT, COPS, ASVAB, CIS, etc., as needed or upon request.)
- Help each student develop career plans through career guidance information.
- Counsel with students concerning academic performance.
- Provide college admissions and financial aid information.
- Help students to learn decision-making skills.
- Provide information and counseling related to drug and alcohol abuse.
- Provide information and assistance to students making the transition from 8th grade to high school.
- Provide vocational preparation and training information.
- Counsel with students concerning behavior.
- Counsel students regarding conflicts with other students.
- Provide counseling and, when needed, referral for personal and family conflicts.
- Counsel with parents regarding student concerns.
- Arrange staff/parent conferences as needed.

SERVICES FOR PARENTS:

- Counsel with parents on concerns they have regarding their students.
- Parent meetings at specified grade levels on educational achievement and career planning, colleges, scholarships, financial aid, etc.
- Letters to parents on Four-Year Educational Plans, student grades, and college information.

SERVICES FOR STAFF:

- Counsel with school staff on concerns they have regarding students.
- Arrange for staff/parent/student conferences as needed.

APPENDIX D

HIGH SCHOOL GUIDANCE ASSESSMENT II (STUDENTS)
SUMMARY

SECTION I (A) Have you received the following services?

	Yes	No	Does not apply	
1.	1472 (72)	586 (28)	754	Information/assistance in making the change from middle to high school.
2.	2121 (82)	476 (18)	176	Help in selecting courses that relate to your goals,interests,abilities and career plans.
3.	2118 (86)	348 (14)	316	Help in making schedule changes when necessary.
4.	1766 (72)	681 (28)	315	Information about your progress towards graduation.
5.	1129 (57)	867 (43)	782	Counseling on class/school problems.
6.	589 (36)	1061 (64)	1159	Counseling on personal and relationship problems.
7.	352 (26)	994 (74)	1471	Referral to agencies for personal or family problems.
8.	1310 (62)	806 (38)	623	Administration/interpretation of test that measure/identify your abilities, aptitudes and interests.
9.	1488 (64)	834 (36)	437	Help in developing career plans by providing career guidance information.
10.	1207 (58)	889 (42)	683	Information on colleges and scholarship opportunities.
11.	1050 (52)	979 (48)	747	Information on the sources and types of financial aid for training and education after high school.

( ) = Percentage

Students Summary (Continued)

Yes	No	Does not apply	
827 (51)	798 (49)	1166	12. Information/counseling regarding drugs, alcohol and tobacco.

Yes	No	Dose not apply	
773 (48)	821 (52)	1205	13. Arrangements for staff-parent-student conferences as needed.

SECTION II How would you answer the following questions about services provided by your counselor?

Yes	No	Does not apply	
2199 (74)	757 (26)	127	14. Can you see your counselor when you need help?

Yes	No	Does not apply	
2188 (89)	276 (11)	290	15. Is your counselor a caring, supportive person?

Yes	No	Does not apply	
2069 (84)	386 (16)	278	16. Do you feel your counselor will keep confidential the things you discuss?

SECTION I(B) HOW WOULD YOU RATE THE FOLLOWING SERVICES?

Good	Fair	Poor	
816 (44)	816 (44)	243 (13)	17. Information/assistance in making the change from middle to high school.
1268 (51)	901 (36)	339 (14)	18. Help in selecting courses that relate to your goals, interests, abilities and career plans.
1342 (56)	761 (31)	316 (13)	19. Help in making schedule changes when necessary.
1099 (49)	787 (35)	335 (15)	20. Information about your progress towards graduation.
684 (40)	631 (37)	376 (22)	21. Counseling on class/school problems.

( ) = Percentage

Students Summary (Continued)

	Good	Fair	Poor	
22.	428 (36)	424 (36)	336 (28)	Counseling on personal and relationship problems.
23.	255 (28)	368 (41)	284 (31)	Referral to agencies for personal or family problems.
24.	760 (44)	680 (39)	297 (17)	Administration/interpretation of test that measure/identify your abilities, aptitudes and interests.
25.	894 (46)	689 (36)	344 (18)	Help in developing career plans by providing career guidance information.
26.	781 (46)	538 (32)	367 (22)	Information on colleges and scholarship opportunities.
27.	620 (41)	553 (37)	330 (22)	Information on the sources and types of financial aid for training and education after high school.
28.	619 (47)	431 (33)	257 (20)	Information/counseling regarding drugs, alcohol and tobacco.
29.	519 (43)	438 (36)	251 (21)	Arrangements for staff-parent-student conferences as needed.

( ) = Percentage

HIGH SCHOOL GUIDANCE ASSESSMENT II (STAFF)
SUMMARY

SECTION I: How would you answer the following questions about services provided by counselors in your class?

Service Provision:

	Yes	No	Does not apply	
1.	203	6	3	Have you consulted with counselors regarding any students in your classes this year?
2.	205	6	1	Do you feel free to contact counselors for information or conferences regarding your students?
3.	165	41	1	Are the counselors usually available for consultation?
4.	183	19	4	Do the counselors usually have the information you need?
5.	199	11	2	Do you feel that information given to counselors in confidence will be respected?
6.	116	84	5	Do you always get feedback from the counselor about the students you have referred?
7.	123	22	46	Are student staffing coordinated by the counselors helpful?
8.	99	92	13	Are counselors familiar enough with the subjects you teach to advise students about them?

SECTION II: How would you rate the following services provided to your students by their counselors?

Service Satisfaction:

	Good	Fair	Poor	No Opinion	
9.	127	63	11	10	Help in making schedule changes when necessary.
10.	Gooe 125	42	9	35	Information about their progress towards graduation.

Staff Summary (Continued)

11.				
Good	Fair	Poor	No Opinion	Counseling on class/school problems.
87	75	27	21	

12.				
Good	Fair	Poor	No Opinion	Arrangements for staff-parent-student conferences as needed.
108	59	12	32	

13.				
Good	Fair	Poor	No Opinion	In general, all other services provided by guidance and counseling personnel.
114	71	11	12	

HIGH SCHOOL GUIDANCE ASSESSMENT II (PARENT)
SUMMARY

SECTION I To your knowledge, has your child received the following services from his/her counselor(s) this year?

	Yes	No	Do not know	
1.	92 (45)	114 (55)	48	Information in making the change from middle to high school.
2.	180 (73)	64 (26)	27	Help in selecting courses that relate to his/her goals, interests, abilities and career plans.
3.	197 (84)	37 (16)	38	Help in making schedule changes when necessary.
4.	173 (74)	60 (26)	41	Information about his/her progress towards graduation.

SECTION II How would you answer the following questions about services provided by your child's counselor(s)?

	Yes	No	Does not apply	
5.	139 (64)	79 (36)	49	Does the counselor always have the information you need when you request it?
6.	170 (69)	77 (31)	20	Has the counselor provided you with enough information about the school's courses to help your child plan what to take?
7,	136 (56)	106 (44)	29	Has the counselor helped you or your child develop a four-year education plan?
8.	230 (89)	27 (11)	8	Do you feel free to contact your child's counselor for information, or for a conference?
9.	226 (91)	22 (9)	18	Would you attend a meeting arranged by counselors for parents and their children to discuss selecting career/college?
10	171 (72)	67 (28)	31	Would you attend evening parent education programs conducted by the counselors on topics that you suggest (e.g., parent concerns, discipline, adolescent behavior)?

( ) = Percentage

Parent Summary (Continued)

SECTION III How would you answer the following questions about the services provided by counseling and guidance personnel?

	Very much	*	*	*	Very little	
11.	23 (9)	40 (15)	97 (37)	37 (14)	67 (25)	How much has the guidance and counseling program helped your child make decisions and learn how to solve personal problems?
12.	Very much	*	*	*	Very little	
	38 (14)	62 (24)	80 (30)	31 (12)	52 (20)	How satisfied are you with the guidance and counseling services that your child has received this year?

( ) = Percentage